

For each critical component, the LEA should rate the LEA's current level of function on that component as follows: 2=Expected, 1=Deve

Core Element 3: IEP Development, Implementation, and Outcomes

For this Core Element, consider the outcomes for students with disabilities in the LEA, and the process the LEA uses to support high fide

<i>Critical Component</i>	<i>Expected Implementation (Rate as 2)</i>	<i>Developmental Variation (Rate as 1)</i>	<i>Needs Improvement (Rate as 0)</i>	<i>LEA Rating</i>
3.1 Data indicate that students with IEPs are making progress towards grade level standards in the general education curriculum.	At least 80% of students with IEPs participating in state assessments met proficiency standards.	Between 50% and 79% of students with IEPs participating in state assessments met proficiency standards.	Fewer than 50% of students with IEPs participating in state assessments met proficiency standards.	
3.2 Data indicate that students participating in the Standard Course of Study are making progress on IEP goals.	At least 80% of students with IEPs who are participating in the College and Career Ready Curriculum met at least 80% of their IEP goals.	Between 50% and 79% of students with IEPs who are participating in the College and Career Ready Curriculum met at least 80% of their IEP goals.	Fewer than 50% of students with IEPs who are participating in the College and Career Ready Curriculum met at least 80% of their IEP goals.	
3.3 Data indicate that students participating in the Extended Content Standards are making progress on IEP goals.	At least 80% of students with IEPs who are participating in the Extended Content Standards met at least 80% of their IEP goals.	Between 50% and 79% of students with IEPs who are participating in the Extended Content Standards met at least 80% of their IEP goals.	Fewer than 50% of students with IEPs who are participating in the Extended Content Standards met at least 80% of their IEP goals.	
3.4 Data indicate that students with disabilities are graduating.	At least 80% of students with IEPs graduate within 5 years of entering high school.	Between 50% and 79% of students with IEPs graduate within 5 years of entering high school.	Fewer than 50% of students with IEPs graduate within 5 years of entering high school.	

3.5 IEPs are developed based on each student's unique needs and relevant progress monitoring data that clearly documents student growth.	<p>Progress monitoring data* is collected at least once each grading period and included in progress reports. Academic and behavioral data are used to review and revise IEP:</p> <p>A) Goals B) Service C) Specially-designed instruction D) Related services E) Accommodations F) Modifications</p>	<p>Progress monitoring data* is collected less than once each grading period or is not included in progress reports. - OR- Academic and behavioral data are not collected or are not used to review and revise IEP:</p> <p>A) Goals B) Service C) Specially-designed instruction D) Related services E) Accommodations F) Modifications</p>	<p>Progress monitoring data* is collected less than once each grading period or is not included in progress reports. –AND- Academic and behavioral data are not collected or are not used to review and revise IEP:</p> <p>A) Goals B) Service C) Specially-designed instruction D) Related services E) Accommodations F) Modifications</p>	
3.6 IEPs are implemented at a high level of fidelity.	<p>LEA has a process in place and data to show that IEPs meet all of the following:</p> <p>A) Are implemented throughout the school day, across all areas B) Have all components implemented as written (including accommodations, modifications, BIPs, transition plans, communication plans, if included) C) Result in the delivery of specially designed instruction</p>	<p>LEA has a process in place and data to show that IEPs meet at least 2 of the following:</p> <p>A) Are implemented throughout the school day, across all areas B) Have all components implemented as written (including accommodations, modifications, BIPs, transition plans, communication plans, if included) C) Result in the delivery of specially designed instruction</p>	<p>LEA has a process in place and data to show that IEPs meet at least 1 of the following:</p> <p>A) Are implemented throughout the school day, across all areas B) Have all components implemented as written (including accommodations, modifications, BIPs, transition plans, communication plans, if included) C) Result in the delivery of specially designed instruction</p>	

*Multiple data sources identified by the IEP team that reflects: (1) a team approach to data collection, (2) data being collected across multiple people (including general education). Possible data sources include, but are not limited to: standardized assessments, formative assessment data, frequency/intensity/duration measures, etc.

Core Element 4: Problem-Solving for Improvement

For this Core Element, consider the way the LEA collects and uses data to identify potential problems, works toward solutions, and cont

<i>Critical Component</i>	<i>Expected Implementation (Rate as 2)</i>	<i>Developmental Variation (Rate as 1)</i>	<i>Needs Improvement (Rate as 0)</i>	<i>LEA Rating</i>
4.1 LEA collects and analyzes data to problem-solve and develop improvement strategies for any student not meeting IEP goals.	LEA has documentation of problem-solving process applied to 80% of IEPs where students are not meeting IEP goals	LEA has documentation of problem-solving process applied to 50% - 79% of IEPs where students are not meeting IEP goals	LEA has documentation of problem-solving process applied to less than 50% of IEPs where students are not meeting IEP goals	
4.2 LEA collects and analyzes disaggregated data about groups of students with disabilities to establish priorities for improvement.	LEA has identified priorities for improvement based on SWD data disaggregated in at least these ways: A) EC Category B) LRE Placement C) Grade Level D) School Level (pk, Elem, Middle, HS) D) Race E) Gender	LEA has identified priorities for improvement based on SWD data disaggregated in 3 of these ways: A) EC Category B) LRE Placement C) Grade Level D) School Level (pk, Elem, Middle, HS) D) Race E) Gender	LEA has identified priorities for improvement based on SWD data disaggregated in less than 3 of these ways: A) EC Category B) LRE Placement C) Grade Level D) School Level (pk, Elem, Middle, HS) D) Race E) Gender	
4.3 LEA collects and analyzes aggregated data about students with disabilities to establish priorities for improvement.	LEA has identified priorities for improvement based on examination of SWD data related to the following: A) Graduation B) Attendance C) Discipline D) Disproportionality E) Post Secondary Transition	LEA has identified priorities for improvement based on examination of SWD data related to at least 3 of the following: A) Graduation B) Attendance C) Discipline D) Disproportionality E) Post Secondary Transition	LEA has identified priorities for improvement based on examination of SWD data related to less than 3 of the following: A) Graduation B) Attendance C) Discipline D) Disproportionality E) Post Secondary Transition	

4.4 LEA uses data analysis and identified priorities for decision-making and continuous improvement of LEA EC Program at least annually.	LEA has meeting minutes that document data-based decision making and problem-solving processes occurred for 80% of items that LEA targeted for improvement. At minimum, LEAs should consider whether identified priorities and strategies are supported by LEA EC Program: resource allocation, Infrastructure, professional development and coaching plans, and program monitoring and technical assistance activities.	LEA has meeting minutes that document data-based decision making and problem-solving processes occurred for 50 to 79% of items that LEA targeted for improvement. At minimum, LEAs should consider whether identified priorities and strategies are supported by LEA EC Program: resource allocation, Infrastructure, professional development and coaching plans, and program monitoring and technical assistance activities.	LEA has meeting minutes that document data-based decision making and problem-solving processes occurred for less than 50% of items that LEA targeted for improvement. At minimum, LEAs should consider whether identified priorities and strategies are supported by LEA EC Program: resource allocation, Infrastructure, professional development and coaching plans, and program monitoring and technical assistance activities.	
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Core Element 5: Research-Based Instruction and Practices

For this Core Element, consider the way the LEA identifies, implements, and monitors research-based instruction and practices.

<i>Critical Component</i>	<i>Expected Implementation (Rate as 2)</i>	<i>Developmental Variation (Rate as 1)</i>	<i>Needs Improvement (Rate as 0)</i>	<i>LEA Rating</i>
5.1 LEA has a clear data-driven procedure for identifying needed research-based initiatives, practices, and/or instructional methods to ensure students' mastery of the North Carolina Standard Course of Study.	LEA: A) uses district data to identify and prioritize needs B) Develops a strategic plan that results in a full continuum of support C) LEA researches initiatives, practices, and instructional methods that best address high-priority needs D) LEA has a documented process to evaluate the evidence of effectiveness of initiatives, practices, and instructional methods E) 80% of currently implemented initiatives were selected using this procedure AND F) This procedure is used to select all new initiatives	LEA completes at least 4 of the following: A) uses district data to identify and prioritize needs B) Develops a strategic plan that results in a full continuum of support C) LEA researches initiatives, practices, and instructional methods that best address high-priority needs D) LEA has a documented process to evaluate the evidence of effectiveness of initiatives, practices, and instructional methods E) 80% of currently implemented initiatives were selected using this procedure AND F) This procedure is used to select all new initiatives	LEA completes fewer than 4 of the following: A) uses district data to identify and prioritize needs B) Develops a strategic plan that results in a full continuum of support C) LEA researches initiatives, practices, and instructional methods that best address high-priority needs D) LEA has a documented process to evaluate the evidence of effectiveness of initiatives, practices, and instructional methods E) 80% of currently implemented initiatives were selected using this procedure AND F) This procedure is used to select all new initiatives	

<p>5.2 LEA develops effective implementation plans to support improved outcomes for SWD.</p>	<p>LEA has a documented plan for at least 80% of initiatives BEFORE implementation begins that includes:</p> <ul style="list-style-type: none"> A) LEA Leadership has addressed potential barriers (time, funding, etc.) B) Selection criteria for staff who will deliver intervention C) Staff Training D) Coaching/follow-up support for staff E) Selection criteria for students who will receive intervention F) Progress monitoring of students receiving the intervention G) Fidelity Checks <p>AND</p> <ul style="list-style-type: none"> H) Program Evaluation 	<p>LEA has a documented plan for 50%-79% of initiatives BEFORE implementation begins that includes:</p> <ul style="list-style-type: none"> A) LEA Leadership has addressed potential barriers (time, funding, etc.) B) Selection criteria for staff who will deliver intervention C) Staff Training D) Coaching/follow-up support for staff E) Selection criteria for students who will receive intervention F) Progress monitoring of students receiving the intervention G) Fidelity Checks <p>AND</p> <ul style="list-style-type: none"> H) Program Evaluation <p>-OR-</p> <p>LEA has a documented plan for at least 80% of initiatives BEFORE implementation begins that includes at least 6 of 8 identified supports</p>	<p>LEA has a documented plan for less than 50% of initiatives BEFORE implementation begins that includes:</p> <ul style="list-style-type: none"> A) LEA Leadership has addressed potential barriers (time, funding, etc.) B) Selection criteria for staff who will deliver intervention C) Staff Training D) Coaching/follow-up support for staff E) Selection criteria for students who will receive intervention F) Progress monitoring of students receiving the intervention G) Fidelity Checks <p>AND</p> <ul style="list-style-type: none"> H) Program Evaluation <p>-OR-</p> <p>LEA implementation plan includes fewer than 6 of the identified supports</p>	
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5.3 LEA purposefully carries out implementation plans, monitoring progress and making adjustments to improve outcomes.	<p>Ongoing implementation includes the following:</p> <ul style="list-style-type: none"> A) Communication process for immediate reporting of barriers to leadership B) Progress monitoring of students receiving the intervention C) Fidelity Checks as recommended by practice or initiative being implemented D) Staff training and Coaching based on results of fidelity checks and student progress monitoring data E) Current action plan to address needs E) Reporting to stakeholders a minimum of twice a year 	<p>Ongoing implementation includes at least 4 of the following:</p> <ul style="list-style-type: none"> A) Communication process for immediate reporting of barriers to leadership B) Progress monitoring of students receiving the intervention C) Fidelity Checks as recommended by practice or initiative being implemented D) Staff training and Coaching based on results of fidelity checks and student progress monitoring data E) Current action plan to address needs E) Reporting to stakeholders a minimum of twice a year 	<p>Ongoing implementation includes fewer than 4 of the following:</p> <ul style="list-style-type: none"> A) Communication process for immediate reporting of barriers to leadership B) Progress monitoring of students receiving the intervention C) Fidelity Checks as recommended by practice or initiative being implemented D) Staff training and Coaching based on results of fidelity checks and student progress monitoring data E) Current action plan to address needs E) Reporting to stakeholders a minimum of twice a year 	
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5.4 LEA implementation plan includes strategies that support improvement, sustainability, and actively build capacity over time	<p>Ongoing implementation includes provision for the following:</p> <p>A) Procedures for training new staff</p> <p>B) Annual Program Evaluation</p> <p>C) Long range plan that provides support needed to sustain and improve the program for the next 3 years</p> <p>D) Skills needed to implement are included in hiring guidelines for teachers, principals, and district leadership</p>	<p>Ongoing implementation includes provision for at least 3 of the following:</p> <p>A) Procedures for training new staff</p> <p>B) Annual Program Evaluation</p> <p>C) Long range plan that provides support needed to sustain and improve the program for the next 3 years</p> <p>D) Skills needed to implement are included in hiring guidelines for teachers, principals, and district leadership</p>	<p>Ongoing implementation includes provision for less than 3 of the following:</p> <p>A) Procedures for training new staff</p> <p>B) Annual Program Evaluation</p> <p>C) Long range plan that provides support needed to sustain and improve the program for the next 3 years</p> <p>D) Skills needed to implement are included in hiring guidelines for teachers, principals, and district leadership</p>	
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Core Element 6: Communication and Collaboration

For this Core Element, consider the way the LEA ensures effective communication (internally and externally as well as across all levels) : ways.

<i>Critical Component</i>	<i>Expected Implementation (Rate as 2)</i>	<i>Developmental Variation (Rate as 1)</i>	<i>Needs Improvement (Rate as 0)</i>	<i>LEA Rating</i>
6.1 LEA has effective vertical and horizontal communication processes in place to support policy and practice.	There is evidence of both outgoing communication and opportunities for stakeholders (staff, families, and community) to provide feedback at least once each semester.	There is evidence of two-way communication with stakeholders once a year.	There is no evidence of communication with stakeholders. -OR- There is no mechanism in place for stakeholders to provide feedback.	
6.2 LEA facilitates meaningful parent involvement as a means of improving services and results for students with disabilities (e.g., rights and procedural safeguards, specific disability information, instructional practices, etc.).	LEA provides multiple ways for parents to learn more and provide feedback including at least 3 of the following: A) Live trainings and forums (in-person, webinar, and/or conference call) B) On demand Web-based parent information and training (information on websites or posting of recorded trainings) C) Surveys (multiple formats and/or response methods) D) Automated phone messaging systems AND/OR E) Written information distributed on paper	LEA provides multiple ways for parents to learn more and provide feedback including at least 2 of the following: A) Live trainings and forums (in-person, webinar, and/or conference call) B) On demand Web-based parent information and training (information on websites or posting of recorded trainings) C) Surveys (multiple formats and/or response methods) D) Automated phone messaging systems AND/OR E) Written information distributed on paper	LEA provides multiple ways for parents to learn more and provide feedback including less than 2 of the following: A) Live trainings and forums (in-person, webinar, and/or conference call) B) On demand Web-based parent information and training (information on websites or posting of recorded trainings) C) Surveys (multiple formats and/or response methods) D) Automated phone messaging systems AND/OR E) Written information distributed on paper	

6.3 LEA partners with community stakeholders (including preschool, mental health, etc.) to enhance service provision to students and families	<p>LEA meets at least once a year with representatives from at least 3 of the following child/family service agencies in its community:</p> <p>A) Public health B) Mental health C) Department of Social Services D) Department of Juvenile Justice and Delinquency Prevention E) PreK/Early Childhood</p>	<p>LEA meets less than once a year with representatives from at least 3 of the following child/family service agencies in its community:</p> <p>-OR-</p> <p>LEA meets at least once a year with at least 2 of the following:</p> <p>A) Public health B) Mental health C) Department of Social Services D) Department of Juvenile Justice and Delinquency Prevention E) PreK/Early Childhood</p>	LEA meets less than once a year or with less than 2 of the child/family service agencies in its community.	
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<p>6.4 LEA collaborates with SEA to support program and initiative improvement</p>	<p>LEA completes all of the following:</p> <p>A) EC Director/Coordinator (or designee) attends Directors' Institute & all regional EC Director/Coordinator meetings annually</p> <p>B) Sends staff to EC Conference and/or Summer Institute</p> <p>C) Participates in regional training opportunities based on data-identified needs AND</p> <p>D) Submits requested data on time for voluntary SEA initiatives in which the LEA is participating</p>	<p>LEA completes at least 3 of the following:</p> <p>A) EC Director/Coordinator (or designee) attends Directors' Institute & all regional EC Director/Coordinator meetings annually</p> <p>B) Sends staff to EC Conference and/or Summer Institute</p> <p>C) Participates in regional training opportunities based on data-identified needs</p> <p>D) Submits requested data on time for voluntary SEA initiatives in which the LEA is participating</p>	<p>LEA completes less than 3 of the following:</p> <p>A) EC Director/Coordinator (or designee) attends Directors' Institute & all regional EC Director/Coordinator meetings annually</p> <p>B) Sends staff to EC Conference and/or Summer Institute</p> <p>C) Participates in regional training opportunities based on data-identified needs</p> <p>D) Submits requested data on time for voluntary SEA initiatives in which the LEA is participating</p>	
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ality implementation of IEPs.
Documentation and Comments

multiple settings, (3) data being collected
normal classroom assessment data,

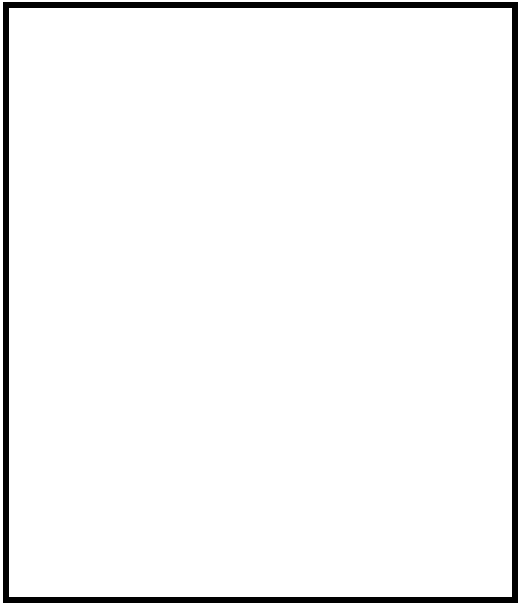
tinually improves outcomes for students.

Documentation and Comments

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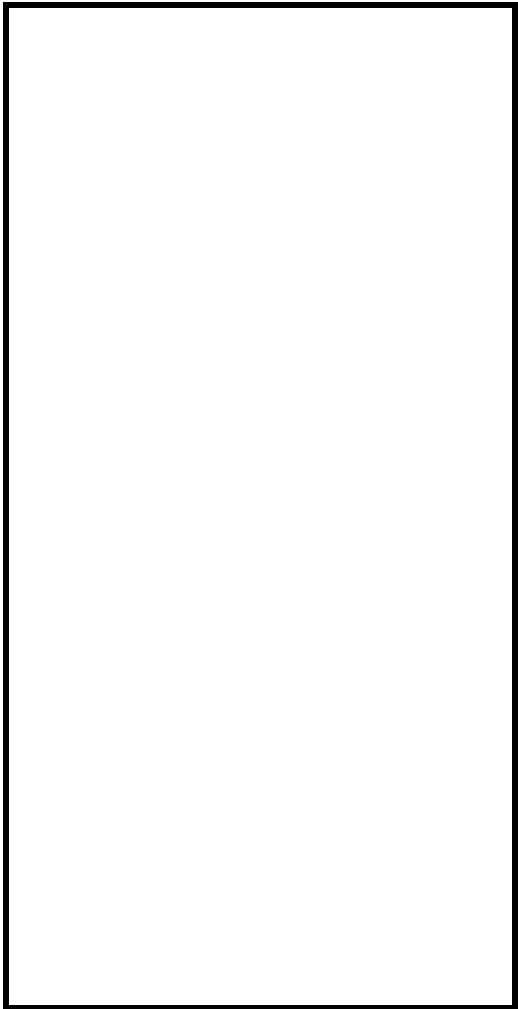
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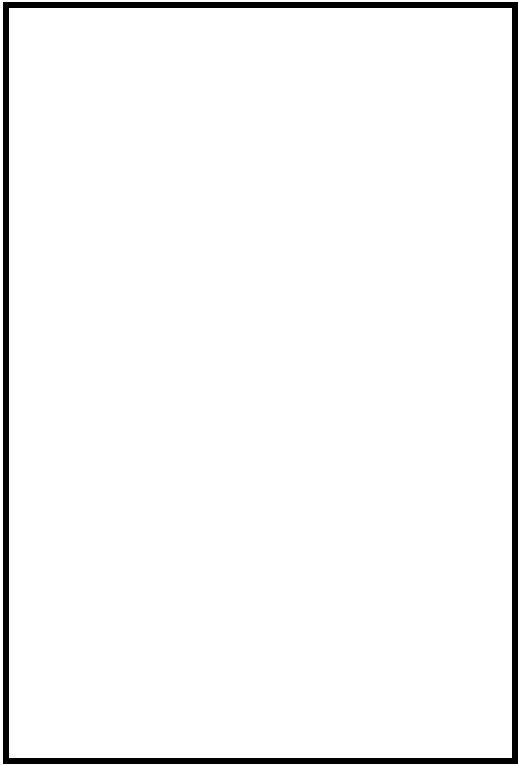


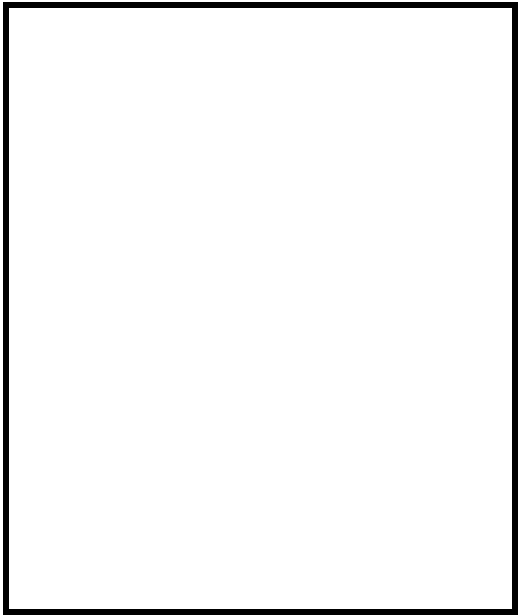


Documentation and Comments

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and involves all stakeholders in meaningful

Documentation and Comments

